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ABSTRACT

Elementary educators have realized in recent years the life-long importance of developing students' economic decision-making skills. Many now include economic education in the curriculum. This annotated bibliography was developed to support and encourage these efforts and to bring to educators' attention some of the excellent materials available to introduce students to the world of economics. Materials provided by professional publishers were not included because of the broad advertising and distribution mechanisms already in place for those items. Rather, only those supplemental print materials, teaching kits, microcomputer disks, and audio-visuals that are available nationwide from companies and organizations whose primary business is not the production and sale of educational materials were included. An effort was made to assure that the materials included could be used to teach economic concepts objectively and effectively. Thirty-eight classroom materials and six curriculum guides are included. For each a short description is given, the address of the producer is provided, the appropriate grade level from K-6 is indicated, and the economic concept areas covered by the material are noted. A chart identifying grade level and economic concepts covered is provided to help one quickly locate materials appropriate to a given class. The evaluation form used to select materials for inclusion in the bibliography is appended. (JB)

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ED316490

ELEMENTARY ECONOMICS
A Bibliography

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Federal Reserve Bank of Chicago

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ELEMENTARY ECONOMICS
A Bibliography

Federal Reserve Bank of Chicago

in cooperation with the

Illinois Council on Economic Education

1985

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Preface

Economics plays a major role in all of our lives. It is how we earn, spend, and save our money, and the way we identify what we value most. It helps us decide how we spend our time and abilities, something important to even the youngest child in elementary school. In its most basic form, the study of economics is the study of how we live and make decisions.

Because economics was for many years assumed to be a highly theoretical pursuit filled with complex charts and equations, it was most frequently taught in college classes and occasionally in high school. In more recent times, however, elementary educators have realized the life-long importance of developing students' economic decision-making skills. Many of you are now including economic education in your curriculum.

To support and encourage these efforts, the Federal Reserve Bank of Chicago developed this bibliography to bring to your attention the excellent materials that are available to introduce your students to the exciting world of economics. We did not attempt to include *all* economic education materials for kindergarten through grade six. Materials available from professional publishers were not included because of the broad advertising and distribution mechanisms already in place for those materials. Rather, we have included only those supplemental print materials, teaching kits, microcomputer disks, and audiovisuals that are available nationwide from companies and organizations whose primary business is *not* the production and sale of educational materials.

A key objective of the project was to assure that the materials included in the bibliography can be used to teach economic concepts *objectively* and *effectively* in the classroom. To this end, we invited the Illinois Council on Economic Education to oversee the process of evaluation and selection of materials. **John Lewis**, Executive Director of the Illinois Council on Economic Education, and **Sue Peterson**, Assistant Director brought insightful, effective management to this critical facet of the project. Specifically, they helped establish the criteria for soliciting materials and examined all the submissions to determine if the economic concepts being taught were presented objectively and understandably to students in grades K-6. The Council based its assessment on the Joint Council on Economic Education's list of basic economic concepts found in *Master Curriculum Guide in Economics for the Nation's Schools—, A Framework for Teaching Economics: Basic Concepts*. The concepts were grouped into six content areas and are listed in the appendix.

The Illinois Council also selected and coordinated the activities of an advisory committee, comprised of economists, elementary teachers, school curriculum directors, and university professors of education, that provided invaluable assistance and guidance to the project.

The advisory committee developed the instrument that was used to evaluate the materials, reviewed the evaluations submitted by teachers as well as the materials themselves, and made the final judgment about which ones were included in the bibliography. The members of the advisory committee were:

Robert Gerry
Wheeling Community Consolidated School District 21
Wheeling, IL

Dwight Hall
Mount Prospect Public School District 57
Mount Prospect, IL

Mary Smoot
Community Unit School District 300
Algonquin, IL

William Stepien
Community Unit School District 300
Dundee, IL

Dr. Walter Wernick
Northern Illinois University
DeKalb, IL

Finally, elementary classroom teachers provided their practical expertise. Using the evaluation form developed by the advisory committee (a copy of which is included as an appendix), two teachers evaluated each teaching aid on the basis of how effectively it could be used in the classroom, recommended whether the material should be included in the bibliography, and determined the grade level and subject areas in which the materials could be used. Teachers assisting with the materials evaluation were:

Mary Boucher
Indianapolis, IN

Bernard Brewer
Indianapolis, IN

Denise Corbin
Davenport, IA

Fern Fedler
Indianapolis, IN

Marsha Foley
Indianapolis, IN

Gary Gray
Algonquin, IL

Kathleen Herd
Davenport, IA

Dr. Eileen Hilke
Sheboygan, WI

Marlene Hodgdon
Plymouth, WI

Mary Lancashire
Carmel, IN

Roy Liljigren
LeClaire, IA

Jeanette MacMurdo
Milwaukee, WI

John Maloy
Indianapolis, IN

Kathryn Meredith
Indianapolis, IN

Sandra Moss
Indianapolis, IN

Kathy Miller
Indianapolis, IN

Alice O'Brien
Chicago Heights, IL

Paul Rathjen
West Allis, WI

Jan Russell
Clare, MI

Dr. Mark Schug
Milwaukee, WI

Linda Simpson
Indianapolis, IN

Georgia Tierney
Algonquin, IL

Gail VanGundy
Davenport, IA

Mary Nash Ward
Chicago Heights, IL

In addition, we thank **Charnelle Lewis** for organizing and compiling the information submitted by the evaluators.

In an effort to insure the bibliography's continuing usefulness, we plan to update it periodically. To help us improve future editions, we would greatly appreciate your comments on the bibliography, the materials it lists, as well as your suggestions for other items to be included.

Public Information Center
Federal Reserve Bank of Chicago
230 S. LaSalle Street
Chicago, IL 60604
Tel. (312) 322-5109

Classroom Materials

Materials in this section are arranged numerically. To help you quickly locate materials appropriate for your class, refer to the "Guide to Classroom Materials" on the following pages. Materials are listed there by grade level and include the economic content and subjects in which the materials can be used effectively.

Number - Title	Basic Economic Problem	Measurement of Economy	Government	Economic Systems	Financial Systems	Market System	Social Studies	Reading	Language Arts	Science	Math
KINDERGARTEN											
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
17—Introducing Economics	•	•	•	•	•	•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
GRADE 1											
7—Common Cents	•	•		•	•	•	•				
8—Dragons Decide	•	•	•	•			•	•	•		
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
17—Introducing Economics	•	•	•	•	•	•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
24—The Road to Roota	•	•	•	•	•	•	•	•	•		
30—Piggy Bank				•			•	•			•
GRADE 2											
2—The Study of Manchester	•			•		•	•				
7—Common Cents	•	•		•	•	•	•				
8—Dragons Decide	•	•	•	•			•	•	•		

Number - Title	Basic Economic Problem	Measurement of Economy	Government	Economic Systems	Financial Systems	Market System	Social Studies	Reading	Language Arts	Science	Math
GRADE 2 (Cont.)											
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
17—Introducing Economics	•	•	•	•	•	•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
24—The Road to Roota	•	•	•	•	•	•	•	•	•		
30—Piggy Bank				•			•	•			•
GRADE 3											
2—The Study of Manchester	•			•		•	•				
4—We're More Than Just Flowers	•			•		•	•	•		•	
5—Annual Report for Young People	•	•	•	•	•	•	•	•			
10—The Tale of the Little Red Hen			•	•		•	•				
12—A Good Speech	•		•				•				
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
17—Introducing Economics	•	•	•	•	•	•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
21—A Twin Purchase	•						•				•
24—The Road to Roota	•	•	•	•	•	•	•	•	•		
25—Chick-fil-A	•			•		•	•	•			
28—Once Upon a Dime					•		•		•		
29—The Story of Wheat Flakes	•			•		•	•				
30—Piggy Bank				•			•	•			•
34—Economics Action Pack	•					•					
36—A King of Long Ago			•				•				

Number - Title	Basic Economic Problem	Measurement of Economy	Government	Economic Systems	Financial Systems	Market System	Social Studies	Reading	Language Arts	Science	Math
GRADE 4											
2—The Study of Manchester	•			•		•	•				
3—Letter from Lincoln	•						•	•			
4—We're More Than Just Flowers	•			•		•	•	•		•	
5—Annual Report for Young People	•	•	•	•	•	•	•	•			
9—Trade-Offs	•	•	•	•	•	•	•				
10—The Tale of the Little Red Hen			•	•		•	•				
11—Keeping Up With the Jones's Kids	•					•	•				•
12—A Good Speech	•		•				•				
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
16—Educator's Guide to Three Es	•					•	•			•	
17—Introducing Economics	•	•	•	•	•	•	•				
18—What's the Difference?	•	•		•		•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
20—Ump's Fwat	•					•	•				
21—A Twin Purchase	•						•				•
22—The Big Brown Bag	•				•	•	•			•	•
24—The Road to Roota	•	•	•	•	•	•	•	•	•		
25—Chick-fil-A	•			•		•	•	•			
26—Ideas and Activities for Integrating Economic Concepts into Elementary Classes	•			•	•	•	•				
27—Instructional Materials for Economic Education	•				•	•	•				

Number - Title	Basic Economic Problem	Measurement of Economy	Government	Economic Systems	Financial Systems	Market System	Social Studies	Reading	Language Arts	Science	Math
GRADE 4 (Cont.)											
28—Once Upon a Dime					•	•		•			
29—The Story of Wheat Flakes	•			•		•	•				
33—Business in My Town	•		•	•		•	•				
34—Economics Action Pack	•					•	•				
35—The Role of Tools in the Development of the American Economy	•						•	•		•	
36—A King of Long Ago			•				•				
38—Trade-Offs	•	•	•	•	•	•	•				
GRADE 5											
3—Letter from Lincoln	•						•	•			
4—We're More Than Just Flowers	•			•		•	•	•		•	
5—Annual Report for Young People	•	•	•	•	•	•	•	•			
9—Trade-Offs	•	•	•	•	•	•	•				
10—The Tale of the Little Red Hen			•	•		•	•				
11—Keeping Up With the Jones's Kids	•					•	•				•
13—Life of a Dollar Bill		•	•		•		•				
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
16—Educator's Guide to Three Es	•					•	•			•	
17—Introducing Economics	•	•	•	•	•	•	•				
18—What's the Difference?	•	•		•		•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
20—Ump's Fwat	•					•	•				

Number - Title	Basic Economic Problem	Measurement of Economy	Government	Economic Systems	Financial Systems	Market System	Social Studies	Reading	Language Arts	Science	Math
GRADE 5 (Cont.)											
22—The Big Brown Bag	•				•	•	•			•	•
24—The Road to Roota	•	•	•	•	•	•	•	•	•		
25—Chick-fil-A	•			•		•	•	•			
26—Ideas and Activities for Integrating Economic Concepts into Elementary Classes	•			•	•	•	•				
27—Instructional Materials for Economic Education	•				•	•	•				
28—Once Upon a Dime					•		•		•		
31—Not Yours to Give			•				•	•			
33—Business in My Town	•		•	•		•	•				
34—Economics Action Pack	•					•	•				
35—The Role of Tools in the Development of the American Economy	•						•	•		•	
36—A King of Long Ago			•				•				
37—Hangman With Mr. Money	•						•	•	•		
38—Trade-Offs	•	•	•	•	•	•	•				
GRADE 6											
1—A Century of Entrepreneurs						•	•				
3—Letter from Lincoln	•						•	•			
5—Annual Report for Young People	•	•	•	•	•	•	•	•			
6—How We Live	•		•				•				
9—Trade-Offs	•	•	•	•	•	•	•				
10—The Tale of the Little Red Hen			•	•		•	•				
11—Keeping Up With the Jones's Kids	•					•	•				•

Number - Title	Basic Economic Problem	Measurement of Economy	Government	Economic Systems	Financial Systems	Market System	Social Studies	Reading	Language Arts	Science	Math
GRADE 6 (Cont.)											
13—Life of a Dollar Bill		•	•		•		•				
14—Elementary Economist	•	•	•	•	•	•	•				
15—The World of Work	•	•		•		•	•		•		
16—Educator's Guide to Three Es	•					•	•			•	
17—Introducing Economics	•	•	•	•	•	•	•				
18—What's the Difference?	•	•		•		•	•				
19—Economic Education in Minnesota	•	•	•	•	•	•	•				
20—Ump's Fwat	•					•	•				
22—The Big Brown Bag	•				•	•	•			•	•
23—I, Pencil				•			•	•	•		
24—The Road to Roota	•	•	•	•	•	•	•	•	•		
25—Chick-fil-A	•			•		•	•	•			
26—Ideas and Activities for Integrating Economic Concepts into Elementary Classes	•			•	•	•	•				
27—Instructional Materials for Economic Education	•				•	•	•				
31—Not Yours to Give			•				•	•			
32—The Baseball Game: A Market Place Learning Activity	•				•	•	•				•
33—Business in My Town	•		•	•		•	•				
34—Economics Action Pack	•					•	•				
35—The Role of Tools in the Development of the American Economy	•						•	•		•	
36—A King of Long Ago			•				•				
37—Hangman With Mr. Money	•						•	•	•		
38—Trade-Offs	•	•	•	•	•	•	•				

Classroom Materials

Grade level

Economic Content Areas

1 A CENTURY OF ENTREPRENEURS

Poster, 22" x 17." Free to educators
Pictures six twentieth century entrepreneurs (George E. Johnson, C. Wilson Harder, Bette Graham, Margaret Rudkin, Ray A. Kroc, and Henry Ford) and gives a short biographical sketch of each. No teacher's guide.
1981.

National Federation of Independent Business Research and Education Foundation
150 West 20th Avenue
San Mateo, CA 94403

6

Market System

2 STUDY OF MANCHESTER—PAST, PRESENT, AND FUTURE

Instructional unit. 5 pp. Free (send self-addressed stamped envelope)
Using materials available from a local museum, traces economic development of Manchester, CT. Provides framework for community economics project for other locations. Needs local adaptation.
No date.

Connecticut Joint Council on Economic Education
Division of Extended and Continuing Education
U-55 University of Connecticut
Storrs, CT 06268

2 3 4

Basic Economic Problem

Economic Systems

Market System

3 LETTER FROM LINCOLN

Article. 1 p. Free (single copy; reprint permission granted)
Copy of a letter written by Abraham Lincoln to his stepbrother regarding money, credit, and the benefits of labor. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. No date.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

4 5 6

Basic Economic Problem

Grade level

Economic Content Areas

4 **WE'RE MORE THAN JUST FLOWERS: A CASE STUDY OF HALL'S FLOWER SHOPS, INC., FOR STUDENTS IN THE EARLY GRADES**

Instructional unit. 49 pp. $2.00; free to Georgia teachers
Uses a case study of Hall's Flower Shops, in Georgia, to develop the basic economic concepts of resources, scarcity, division of labor, and opportunity cost. Highlights decision-making in the growth of a small business. Unit includes eight readings, and nine lesson plans with objectives, vocabulary, procedures, and bibliography of books and AV materials. 1982.

Georgia Council on Economic Education
Lawyers Title Building - Suite 940
30 Pryor Street
Atlanta, GA 30303

3 4 5

Basic Economic Problem

Economic Systems

Market System

5 **ANNUAL REPORT FOR YOUNG PEOPLE**

Booklets. 16 pp. each. Free
Using narration and an annual report format, each of the nine reports focuses on an economic concept and the related business activities of Signal Companies, Inc. Taken together the reports describe the operations of a company, the effects of savings and investment, and inflation. Unless specified, will send only 1981 annual report. No teacher's guide. 1973 to 1981.

1973—From Garbage to Energy
1974—Cleaning Coal and Cutting Waste
1975—The Big Pie (The effects of savings and investments)
1976—The Golden Goose (The importance of profits)
1977—Tom's Balloon (The effectiveness of the free enterprise system)
1978—The Kingdom of Erd (The effect of low productivity on inflation)
1979—Alice's Big Story (The effect of waste on inflation)
1980—The Money Machine (The effect of the money supply on inflation)
1981—The Surrey (International trade)

Signal Companies
Liberty Lane
Hampton, NH 03842

3 4 5 6

Basic Economic Problem

Measurement of Economy

Government

Economic Systems

Money, Credit and Financial System

Market System

Grade level

Economic Content Areas

6 HOW WE LIVE

Booklet. 39 pp. $1.00
Uses black and white photographs and simple text to explain several basic economic principles. Raises many issues for discussion. Best used with advanced sixth graders or older. No teacher's guide. 1976.

6

Basic Economic Problem

Government

The American Economic Foundation Headquarters
for Simplified Economics
1215 Terminal Tower
Cleveland, OH 44113

7 COMMON CENTS

Ten videocassettes (15 min. each) $125 for each program
Presents economics as a part of children's daily lives, focusing on people's interdependence. Uses puppets, animation, music, and dramatization to reinforce concepts and stimulate class discussions. *Teacher's guide* includes a program description, objectives, discussion questions, and class activities for each program. 1977.

1 2

Basic Economic Problem

Measurement of Economy

Economic Systems

Money, Credit and Financial System

Market System

Program Titles
Trading (Interdependence; exchange)
Producers and Consumers (Reasons people work; income)
Choices (Decision-making; opportunity cost and trade-offs)
Prices (Determinations of prices; value and competition)
How Money Works (Functions and forms of money)
Wants and Needs (Wants *vs.* needs; the effects of advertising)
Credit (Responsibilities of using credit; planning and budgeting)
Banking (Functions of financial institutions; interest on savings and on loans)
Jobs (Employment; unemployment; unions)
Production (Division of labor; profit)

Agency for Instructional Television
User Services
Box A
Bloomington, IN 47401

8 DRAGONS DECIDE

Coloring booklet. 16 pp. $0.50
Illustrates scarcity, decision-making, saving, specialization, and interdependence through a story. The Dragon family needs a larger castle but can't afford a new one. *Teacher's guide* includes background information and discussion questions. 1982.

1 2

Basic Economic Problem

Measurement of Economy

Government

Economic Systems

American Enterprise Center
Media Center
P.O. Box 1849
Jackson, MS 39205

Grade level

Economic Content Areas

9 TRADE-OFFS

4 5 6

Available in two formats: videocassettes, and 16 mm color films. (May be available free through your State Council on Economic Education.) $150 per title for videocassette; $300 per title for 16 mm film

Using dramatization and special visuals, each of the fifteen programs illustrates a fundamental economic choice. Emphasizes economic principles and reasoning processes, and introduces unresolved problems to stimulate discussion and follow-up activities. *Teacher's guide* includes objectives, program summaries, discussion questions, and activities. See 38 for filmstrip adaptation. 1978. (For instructional units based on *Trade-Offs*, also see 27 *Instructional Materials for Economic Education*, and *"Consumer Economics: Decision Making—Grade 5" in CG1 Curriculum Guide for Economics and Consumer Education.)*

Basic Economic Problem

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Lesson Titles

1—Choice (Opportunity cost)
2—Malcolm Decides (Personal decision-making)
3—We Decide (Social decision-making)
4—Give and Take (Trade-offs among goals)
5—Less and More (Increasing productivity)
6—Working together (Specialization and division of labor)
7—Does It Pay? (Investment in capital goods)
8—Learning and Earning (Investment in human goods)
9—Why Money? (Voluntary exchange)
10—To Buy or Not To Buy (Buyers and market demand)
11—To Sell or Not To Sell (Sellers and market supply)
12—At What Price? (Market clearing prices)
13—How Could that Happen? (Interdependence of market prices)
14—Innocent Bystanders (Market intervention: Reducing indirect costs)
15—Helping Out (Market intervention: Increasing indirect benefits)

Agency for Instructional Television
Box A
Bloomington, IN 47401

10 THE TALE OF THE LITTLE RED HEN

3 4 5 6

Article. 1 p. Free (single copy; reprint permission granted)
Using the format of a fable, presents a theory that excessive taxation will decrease production levels. Information given refers to 1961. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. 1961.

Government

Economic Systems

Market System

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

Grade level

Economic Content Areas

11 KEEPING UP WITH THE JONES'S KIDS: A CASE STUDY OF THE LITTLE PEOPLE FOR STUDENTS IN THE MIDDLE GRADES

Instructional unit. 30 pp. $2.00; free to Georgia teachers
Uses a case study of the development of "Little People" dolls to teach about the market system. Highlights supply and demand, and equilibrium price. Unit includes five readings and eleven lesson plans with objectives, procedures, and study questions. 1983.

Georgia Council on Economic Education
Lawyers Title Building - Suite 940
30 Pryor Street
Atlanta, GA 30303

4 5 6

Basic Economic Problem

Market System

12 A GOOD SPEECH

Instructional unit. 24 pp. $2.50
Using an illustrated reader, focuses on concepts of county government, taxation, opportunity cost, and citizen involvement. By preparing a speech to be delivered to the county board, a student learns that government leaders, like individuals in the private sector, also confront the problem of scarcity. *Teacher's guide* includes objectives, key concepts and teaching suggestions. 1983.

Center for the Development of Economic Education
School of Education
University of the Pacific
Stockton, CA 95211

3 4

Basic Economic Problem

Government

13 THE LIFE OF A DOLLAR BILL

Instructional unit. Free
Introduces the basic need for money, and the circular flow of resources between households, businesses, government and financial institutions as told by Mr. Dollar Bill. Unit includes 25 4-page comic booklets, a 20" x 35" poster, and *teacher's guide* outlining goals, vocabulary, and discussion questions. 1983.

Federal Reserve Bank of New York
Public Information Department
33 Liberty Street
New York, NY 10045

5 6

Measurement of Economy

Government

Money, Credit and Financial System

14 THE ELEMENTARY ECONOMIST

Newsletter. 12 pp. $15 subscription
Contains tested classroom units written by teachers, designed to bring economic themes into the elementary classroom. Includes objectives and activities for each unit as well as drawings and samples of games. Published fall, winter, and spring.

Joint Council on Economic Education
2 Park Avenue
New York, NY 10016

Grade level

Economic Content Areas

K 1 2 3 4 5 6

Basic Economic Problem

Measurement of Economy

Government

Economic Systems

Money, Credit and Financial System

Market System

15 THE WORLD OF WORK

Audiovisual package including filmstrip (7 min., color) with audio cassette. Free to educators
Using an imaginary steel-producing community, explains various types of jobs, focusing on where and why people work. *Teacher's guide* includes activities that highlight the specialization and interdependence of jobs in a community. 1983.

American Iron and Steel Institute
Education Cooperation Services
1000 16th St., N.W.
Washington, D.C. 20036

K 1 2 3 4 5 6

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Market System

16 AN EDUCATOR'S GUIDE TO THE THREE Es: ENERGY/ECOLOGY/ECONOMICS

Booklet. 23 pp. $1.00
Illustrates the interrelationships among energy, ecology and economics. *Teacher's guide* includes teaching suggestions, "hands-on" activities, interdisciplinary projects, and activity sheets. 1980.

Consumer Information Services
Sears, Roebuck and Co.
D/703 BSC 40-08
Sears Tower
Chicago, IL 60684

4 5 6

Basic Economic Problem

Economic Systems

Financial System

Market System

17 INTRODUCING ECONOMICS

Booklet. 55 pp. Free (first nine copies) $0.50 each (ten or more)
Outlines many basic economic concepts which can be introduced in grades K-12. Each concept is followed by real-world examples and a restatement of the concept. 1982.

Federal Reserve Bank of Boston
Publications Department, T-3
600 Atlantic Avenue
Boston, MA 02106

Grade level

Economic Content Areas

K 1 2 3 4 5 6

- Basic Economic Problem
- Measurement of Economy
- Government
- Economic Systems
- Money, Credit and Financial System
- Market System

18 WHAT'S THE DIFFERENCE?

Poster, 17" x 22". Free to educators
Illustrates, in chart form, the amount of work time required to buy common items in five countries (U.S.A., U.S.S.R., United Kingdom, France, and West Germany). *Teacher's guide* includes background information and activities comparing communistic, socialistic and capitalistic economic systems. Frequently updated. 1982.

National Federation of Independent
Business Research and Education Foundation
150 West 20th Avenue
San Mateo, CA 94403

4 5 6

- Basic Economic Problem
- Measurement of Economy
- Economic Systems
- Market System

19 ECONOMIC EDUCATION IN MINNESOTA

Instructional units. 41 pp. (16 pp. for elementary grades). $3.50
Four teacher-developed award-winning units for elementary grades dealing with energy, spending and saving, careers, and operating a business. Includes lesson plans and activity sheets. 1982.

Minnesota Council on Economic Education
1169 Management and Economics Bldg.
271 - 19th Avenue South
University of Minnesota
Minneapolis, MN 55455

K 1 2 3 4 5 6

- Basic Economic Problem
- Measurement of Economy
- Government
- Economic Systems
- Money, Credit and Financial System
- Market System

Grade level

Economic Content Areas

20 UMP'S FWAT, AN ANNUAL REPORT FOR YOUNG PEOPLE

4 5 6

Instructional unit. 23 pp. Free (first five reports) $0.60 each (six or more) $10.00 for teacher's kit (30 reports, and teacher's guide) Traces the development of a business from an original idea through the role of profits and stockholder's dividends. Uses cartoons, a prehistoric setting, and humorous made-up words. *Teacher's guide* includes activities, a glossary, and an explanation of basic economic education principles. 1982.

Basic Economic Problem

Market System

Figgie International
Economic Education Department
1000 Virginia Center Parkway
Richmond, VA 23295

21 A TWIN PURCHASE

3 4

Instructional unit. 20 pp. $3.50
Using illustrated reader, presents a story of individual decision-making. Twin boys have different approaches to spending their earned income. Illustrates wants, scarcity, trade-offs, opportunity costs, and medium of exchange. *Teacher's guide* includes objectives, key concepts, and teaching suggestions. 1983.

Basic Economic Problem

Center for the Development of Economic Education
School of Education
University of the Pacific
Stockton, CA 95211

22 THE BIG BROWN BAG

4 5 6

Instructional unit. 64 pp. $3.50
Provides an overview of where food comes from, how food prices are determined, what it means to be a smart shopper, and related issues. Focuses on improving decision-making. *Teacher's guide* includes purpose, concept development, organization, objectives, activity sheets, and bibliography. 1981.

Basic Economic Problem

Money, Credit and Financial System

Market System

Food Marketing Institute
1750 K Street, N.W.
Washington, D.C. 20006

Grade level

Economic Content Areas

23 I, PENCIL

Article. 1 p. Free (single copy; reprint permission granted)
Uses first person narration to illustrate specialization, division of labor, and interregional trade. A pencil tells its own story of how it was created from natural resources and transformed into a manufactured product. Advocates limitation of government services. Difficult vocabulary. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. 1958.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

6

Economic Systems

24 THE ROAD TO ROOTA

Instructional unit. 6 pp, to accompany *Wishes and Rainbows*, a 16-page comic book. Free (specify number of copies of *Wishes and Rainbows* needed).
Illustrates the problems of scarcity and allocation of resources through a story, in which colored flowers are introduced into a town without color. Includes background information, activities, a game, and glossary. 1981.

Federal Reserve Bank of Boston
Publications Department, T-3
600 Atlantic Avenue
Boston, MA 02106

K 1 2 3 4 5 6

Basic Economic Problem

Measurement of Economy

Government

Economic Systems

Money, Credit and Financial System

Market System

25 CHICK-FIL-A: A CASE STUDY FOR STUDENTS IN THE EARLY GRADES

Instructional unit. 26 pp. $2.00; Free to Georgia teachers
Uses a case study of the growth of Chick-fil-A, a restaurant chain in Georgia, to teach economic concepts. Focuses on decision-making and specialization. Unit includes nine readings, study questions, and supplementary activities. 1983.

Georgia Council on Economic Education
Lawyers Title Building - Suite 940
30 Pryor Street
Atlanta, GA 30303

3 4 5 6

Basic Economic Problem

Economic Systems

Market System

Grade level

Economic Content Areas

26 IDEAS AND ACTIVITIES FOR INTEGRATING ECONOMIC CONCEPTS INTO ELEMENTARY CLASSES

Collection of instructional units. 39 pp. $2.00
Includes ten classroom units covering a variety of economic concepts. Suggests activities and outlines key concepts, objectives, and procedures. Some relate directly to Mississippi history or make specific references to the Gulf Coast. 1983.

American Enterprise Center
Media Center
P.O. Box 1849
Jackson, MS 39205

4 5 6

Basic Economic Problem

Economic Systems

Money, Credit and Financial System

Market System

27 INSTRUCTIONAL MATERIALS FOR ECONOMIC EDUCATION

Instructional units. 117 pp. $3.25
Expands the series "Trade-Offs" (See 9 and 38.) by providing additional instructional units for the first nine programs. *Teacher's guide* includes objectives, activities, simulations, key concepts, and pre- and post-tests. 1981.

Iowa Council on Economic Education
University of Iowa
Phillips Hall
Iowa City, IA 52242

4 5 6

Basic Economic Problem

Money, Credit and Financial System

Market System

28 ONCE UPON A DIME

Audiovisual package including three filmstrips (10 min. each, color cartoon) with cassettes. $29.50
Using an imaginary society and humorous characters, portrays the roles that money, banks, and a central bank play in a nation's economy. *Teacher's guide* includes activities and questions for before and after viewing. 1982.

Federal Reserve Bank of New York
Public Information Department
33 Liberty Street
New York, NY 10045

3 4 5

Money, Credit and Financial System

Grade level

Economic Content Areas

29 THE STORY OF WHEAT FLAKES

3 4

Basic Economic Problem

Economic Systems

Market System

Instructional unit. 21 pp. $2.50
Using an illustrated reader, shows the steps in the production and distribution of a breakfast cereal, emphasizing the importance of consumer choices in the marketplace. Covers division of labor, technology, transportation and marketing. *Teacher's guide* includes objectives, key concepts, and instructions. 1983.

Center for the Development of
Economic Education
School of Education
University of the Pacific
Stockton, CA 95211

30 PIGGY BANK

1 2 3

Economic Systems

Microcomputer game for use on Apple II, II+ or IIe. $20.00
Focuses on the dollar value of coins and addition skills. As students progress through five levels of difficulty, they must recognize coins and add their values. *Teacher's guide* includes objectives, key concepts, activities, and pre- and post-tests. 1984.

Joint Council on Economic Education
2 Park Avenue
New York, NY 10016

31 NOT YOURS TO GIVE

5 6

Government

Article. 4 pp. Free (single copy; reprint permission granted)
Contains a speech by Davy Crockett as member of the U.S. House of Representatives, advocating a limitation on the government's right to spend money. Difficult vocabulary. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. No date.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

Grade level

Economic Content Areas

32 **THE BASEBALL GAME: A MARKET PLACE LEARNING ACTIVITY**

6

Basic Economic Problem

Money, Credit and Financial System

Market System

Game. $5.00
Uses buying and selling baseballs to teach about supply and demand, price, and inflation. Includes buyers' and sellers' cards (enough for whole class to participate), score sheet, and game directions. May need to be used more than once before students understand concepts. No teacher's guide. 1976.

Figgie International
Economic Education Department
1000 Virginia Center Parkway
Richmond, VA 23295

33 **BUSINESS IN MY TOWN: EVERYBODY'S BUSINESS**

4 5 6

Basic Economic Problem

Government

Economic Systems

Market System

Audiovisual package including filmstrip (12 min., color) with audio cassette and two booklets, *Business in Our Community* (24 pp.) and *How We Organize to Do Business in America* (32 pp.) $25.00
Illustrates the different roles of government, community service organizations, and businesses. Follows three students working on a school project. Focuses on differences between an individually-owned business, a partnership, a cooperative, and a corporation. *Teacher's guide* contains 10 activity sheets including objectives, key concepts, discussion questions and answers. 1981.

American Institute of Cooperation
1800 Massachusetts Ave.,N.W., Suite 508
Washington, DC 20036

34 **ECONOMICS ACTION PACK**

3 4 5 6

Basic Economic Problem

Market System

Instructional unit. 14 pp. Free while supplies last
Uses fourteen cartoon-format ditto masters to introduce market system, emphasizing that consumer choices affect production decisions. Highlights scarcity, factors of production, opportunity cost, and supply and demand. *Teacher's guide* includes student objectives, teaching suggestions, and pre- and post-tests. 1976.

McDonald's Corporation
Consumer Affairs
One McDonald's Plaza
Oak Brook, IL 60521

Grade level

Economic Content Areas

35 THE ROLE OF TOOLS IN THE DEVELOPMENT OF THE AMERICAN ECONOMY

Instructional unit. 3 pp. Free
Using field trips and local museum resources in Connecticut, highlights some of the effects that tools had in the development of the Native American economy. Can be adapted for use in other locations. No date.

Connecticut Joint Council on Economic Education
Division of Extended and Continuing Education
U-55 University of Connecticut
Storrs, CT 06268

4 5 6

Basic Economic Problem

36 A KING OF LONG AGO

Article. 1 p. Free (single copy; reprint permission granted)
Using the format of a fable, illustrates that a king is no more entitled to use force to grant privileges to one person than are private individuals entitled to coerce others against their will. Presents a specific point of view related to public policy issues. Students should have substantial background before discussing issues that are raised. No teacher's guide. 1962.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

3 4 5 6

Government

37 HANGMAN WITH MR. MONEY

Microcomputer game for use on Apple II, II+ or IIe. $20.00
Using the game "Hangman," reviews definitions of economic terms, then has student identify and spell each term's antonym. *Teacher's guide* includes objectives, definitions, and pre- and post-tests. 1984.
Joint Council on Economic Education
2 Park Avenue
New York, NY 10016

5 6

Basic Economic Problem

38 TRADE-OFFS

Audiovisual package including ten filmstrips (18 min. each, color) with audio cassettes. $116.50 for Unit I, $116.50 for Unit II, $136.50 for Unit III, $339.95 for all three units

Adapted from the videocassette/film series *Trade-Offs* (see 9), emphasizes economic principles and reasoning processes, and introduces unresolved problems to stimulate discussion and follow-up discussions. *Teacher's guide* includes objectives, duplicating masters, discussion questions, and activities. (For instructional units based on *Trade-Offs*, also see *27 Instructional Materials for Economic Education*, and "Consumer Education: Decision-making-Grade 5" in CG1 *Curriculum Guide for Economics and Consumer Education*.

Lesson Titles

Unit I: Decision-Making
- Filmstrip 1 - Choices
- Filmstrip 2 - Making Decisions
- Filmstrip 3 - Give and Take

Unit II: Productivity
- Filmstrip 1 - Less or More?
- Filmstrip 2 - Why Specialize? Why Trade?
- Filmstrip 3 - Does It Pay?

Unit III: Buyers, Sellers and Markets
- Filmstrip 1 - To Buy Or Not To Buy?
- Filmstrip 2 - To Sell Or Not To Sell?
- Filmstrip 3 - Market Price
- Filmstrip 4 - Problems With The Market

Media Basics
Larchmont Plaza
Larchmont, NY 10038

Grade level

4 5 6

Economic Content Areas

Basic Economic Problem

Measurement of Economy

Government

Economic Systems

Financial System

Market System

CGI

CURRICULUM GUIDE FOR ECONOMICS AND CONSUMER EDUCATION

Grade level

Economic Content Areas

Ten guides for elementary grades.$3.25 per guide; Free to Florida teachers

Presents basic economic concepts with consumer education emphasis. Designed to fulfill requirements mandated by Florida's Free Enterprise and Consumer Education Act of 1974, but requires little adaptation to other locations. Activities use simple, inexpensive materials. Instruction time for each lesson is 20-40 min., and teacher preparation time is 20-30 min. per lesson. Includes daily lesson plans, student activity sheets, and suggestions for audiovisuals. 1981-1983.

Money—Grades K-1

66 pp.

Introduces barter and money. Also covers savings and the role of banks. Includes eight lesson plans. Adaptable to beginning math unit. 1983.

K 1 2 3

Money, Credit, and Financial System

Goods and Services—Grades K-1

66 pp.

Distinguishes between public and private property, goods and services, and wants and needs. Some lessons use audiovisual materials not included in guide. Includes twelve lesson plans. 1983.

K 1

Basic Economic Problem

Goods and Services—Grades 2-3

44 pp.

Expands the definition of goods and services to include their production and purchase. Includes ten lesson plans. 1981.

2 3

Basic Economic Problem

Money—Grades 2-3

49 pp.

Focuses on the role of money, emphasizing how it is obtained through labor, and how it is used to purchase goods and services. Introduces scarcity, decision-making, banking, and budgeting. Includes seven lesson plans and a guide to a banking simulation. 1981.

2 3 4 5

Basic Economic Problem

Money, Credit and Financial System

Grade level

Economic Content Areas

Public and Private Property—Grades 2-3

46 pp.
Adds taxation to the concepts of private and public property, and goods and services, to show the different roles of the private and public sectors. Includes six lesson plans. 1981.

2 3 4 5

Basic Economic Problem

Government

Resources—Grades 2-3

36 pp.
Focuses on the resources used in the production of goods and services, emphasizing the scarcity of resources and the need for decision-making. Includes six lesson plans. 1981.

2 3 4

Basic Economic Problem

Money—Grades 4-5

49 pp.
Expands the concept of money, its advantages over barter, and the advantages and disadvantages of using credit. Contains exercises on checking and savings accounts, and computing interest. Includes six lesson plans. 1981.

4 5 6

Money, Credit and Financial System

Scarcity—Grades 4-5

43 pp.
Expands the concept of scarcity (limited resources), introducing opportunity costs and the need for decision-making in allocating capital, human and natural resources. Includes six lesson plans. 1981.

4 5

Basic Economic Problem

Consumer Economics: Decision-Making—Grade 5

51 pp.
Using the "Trade-Offs" series, (See 9 and 38 in "Classroom Materials.") introduces a five-step decision-making model. Emphasizes that scarcity requires choices resulting in trade-offs and opportunity costs. Highlights the importance of comparison shopping. Includes eight lesson plans. 1981.

4 5 6

Basic Economic Problem

Property, Taxes, and Government Services—Grades 5-6

55 pp.
Explains the kinds of goods and services provided by local, state, and federal governments, and the purposes and types of taxation. Contains tax information relevant to Florida and must be adapted to other locations. Includes six lesson plans. 1983.

5 6

Government

Center for Economic Education
University of Florida
186 Norman Hall
Gainesville, FL 32611

Grade level

Economic Content Areas

CG2 DECISIONOMICS

300 pp. $25.00

K 1 2 3 4 5 6

Uses activity worksheet approach to teach economic concepts in grades 1-6. Focuses on reading and math skill development. Some activities correlated with *ABC Social Studies* and *Holt Reading Series* but not dependent upon them. Each lesson requires 10-60 min. instruction time with 10-15 min. teacher preparation time. Includes background information, glossary, class record sheets, audiovisuals, and bibliography of children's story books. 1982.

Basic Economic Problem

Measurement of Economy

Government

Economic Systems

Money, Credit and Financial System

Market System

Center for Economic Education
College of Education
University of South Florida
Tampa, FL 33620

CG3 DUVAL CONSUMER EDUCATION CURRICULUM

Seven guides for elementary grades. Free (specify volume title). Presents basic economic concepts with a strong consumer education emphasis to be incorporated into language arts, mathematics, and social studies curricula in grades K-6. Each unit contains objectives, content overview, required materials, lesson plans, activity sheets, vocabulary, and unit test with answers. Instruction time varies, and each lesson needs 15-30 min. teacher preparation time.

Goods and Services: A Language Arts Unit For Kindergarten

78 pp.

K 1 2 3

Introduces concepts of goods, services, and scarcity while developing reading readiness skills. Includes eleven lesson plans, each designed for 20-30 min. instruction time. 1978.

Basic Economic Problem

Counting Money: A Mathematics Unit for First Grade Students

46 pp.

K 1 2 3

Teaches students to identify the four common coins by names and numerical values, emphasizing addition and subtraction of coins' values. Includes fourteen lesson plans designed for 30 min. instruction time. 1978.

Money, Credit and Financial System

Solving Consumer Problems: A Language Arts Unit for Second and Third Grade Students

91 pp.

2 3 4 5 6

Identifies consumer problems emphasizing consumer protection, rights and responsibilities. Assumes beginning reading skills although nonreaders can participate. Includes fourteen lesson plans requiring 20-45 min. instruction time. 1978.

Basic Economic Problem

Measurement of Economy

Government

Market System

Supply and Demand: A Social Studies Unit for Second and Third Grade Students

53 pp.
Introduces the relationship between supply, demand, and price, emphasizing how it affects the production of goods and service, and the need for decision-making. Includes thirteen lesson plans requiring 30 min. instruction time. 1978.

Grade level

2 3 4

Economic Content Areas

Basic Economic Problem

Savings: A Mathematics Unit for Fourth Grade Students

66 pp.
Introduces savings, focusing on why and how people save. Assumes skills with addition and subtraction, and familiarity with multiplication. Includes eight lesson plans requiring 45 min. instruction time. 1978.

4 5 6

Measurement of Economy

Economic Systems

Taxation and Government Services: A Social Studies Unit For Fifth Grade Students

81 pp.
Introduces relationship between services provided by local, state, and federal governments, and taxation, emphasizing the effect of taxes on consumer spending, and the kinds of government services provided. Includes twelve lesson plans requiring 40 min. instruction time. 1982.

5 6

Government

Money, Credit and Financial System

You're the Boss: A Social Studies Unit for Sixth Grade Students

81 pp.
Describes how to start a business, emphasizing competition and the production process. Includes twelve lesson plans requiring 40 min. instruction time. 1978.

5 6

Money, Credit and Financial System

Market System

University of Akron
Center for Economic Education
College of Education
Zook Hall, Room 435
Akron, OH 44325

CG4 ECONOMIC EDUCATION FOR ARKANSAS ELEMENTARY SCHOOLS

260 pp. $12.50
Presents an overview of basic economic concepts, featuring economic understandings and activities to be incorporated into the social studies curriculum in grades K-6. The nine topical areas covered at each grade level are scarcity, economic analysis, economic goals, productive resources, market economy, financial institutions, circular flow, resource extenders, and interdependence and trade. Each lesson requires one hour instruction time with 15-60 min. teacher preparation time. Includes bibliography, glossary, and index. 1981.

Arkansas State Council on Economic Education
Arkansas Department of Education
Room 404B
Little Rock, AR 72201

Grade level							
Economic Content Areas	K	1	2	3	4	5	6
Basic Economic Problem							
Measurement of Economy							
Government							
Economic Systems							
Money, Credit and Financial System							
Market System							

CG5 ECONOMIC EDUCATION FOR COLUMBIA SCHOOLS

110 pp. $5.00
Presents units to be incorporated into social studies curriculum for grades K-6, focusing on scarcity, production, markets, money, and government. Includes overview, vocabulary, objectives, lesson plans, activity sheets, pre- and post-tests, bulletin board ideas, and bibliographies of music, books, and audiovisual materials that can be used to support units. Designed for use with Laidlaw Brothers' *Understanding Social Studies* Program, but not dependent upon it. 1983.

University of Missouri-Columbia
Center for Economic Education
228 Professional Building
Columbia, MO 65211

Economic Content Areas	K	1	2	3	4	5	6
Basic Economic Problem							
Measurement of Economy							
Government							
Economic Systems							
Money, Credit and Financial System							
Market System							

CG6 TEACHING ECONOMICS EFFECTIVELY

Three volumes, (Levels 1-2, 97 pp.; Levels 3-4, 113 pp.; Levels 5-6, 112 pp.) $3.00 each volume; $8.95 for set.
Presents lesson plans to teach the economic concepts of scarcity, decision-making, opportunity costs, labor, specialization, and division of labor in grades K-6. Based on Joint Council on Economic Education's *Master Curriculum Guide, Part II: Primary Level.* Each lesson requires 15-20 min. teacher preparation time. Includes objectives, procedures, and materials for each activity, glossary, and tests. 1979.

Center for Economic Education
St. Cloud State University
St. Cloud, MN 56302

Economic Content Areas	K	1	2	3	4	5	6
Basic Economic Problem							
Measurement of Economy							
Government							
Economic Systems							
Money, Credit and Financial System							
Market System							

Appendix

Economic Content Areas

The Joint Council on Economic Education's set of basic concepts for teaching economics in schools have been grouped into the following content areas:

The Basic Economic Problem

- Wants
- Productive resources - land/labor/capital
- scarcity
- Cost/opportunity cost and trade-offs/decision-making

Measurement of the Economy

- GNP
- Income
- Consumption
- Savings
- Investment
- Economic growth

Government

- Government goods and services
- Taxation
- Regulation

Economic Systems

- Types of systems - command/market/mixed
- Distribution of wealth
- Division of labor/interdependence/specialization
- Exchange

Money, Credit and the Financial System

- Barter
- Money
- Coin and currency
- Demand deposits - checks/electronic transfers
- Financial institutions
- The Federal Reserve System
- Credit
- Interest
- Inflation and deflation

The Market System

- Markets
- Supply and demand
- Competition
- Economic incentives (wages, profits)
- Entrepreneurship

- EVALUATION -

Fed/ICEE Economic Education Project

GENERAL INFORMATION

Title of material _____

Publisher _____

A. Evaluator's number _____

B. Grade level taught _____

C. School district ____ Urban ____ Suburban ____ Rural

D. Type of material

____ printed
____ overhead transparency
____ micro computer disk
____ cassette
____ 16mm film
____ pictures
____ filmstrip
____ multimedia kit
____ sound filmstrip
____ other _____

E. Grade level of materials as recommended by publisher _____

Grade level of materials as recommended by evaluator _____

F. Cost of material _____

G. Subject area in which this material can best be integrated:

____ None
____ Language Arts
____ Reading
____ Science
____ Math
____ Social Studies
____ Other _____

H. In which topics in the curriculum area checked above would this material best fit?

1. _____
2. _____
3. _____

I. From the attached list of "Economic Content Areas," indicate

1. The major content area of this material (circle the appropriate Roman numeral):

I II III IV V VI

2. Subtopics under the content area that are reflected by this material:

_____ _____

_____ _____

J. Would this material be especially useful for a particular student population? Please be specific.

_____

_____

EVALUATION, p. 2

CIRCLE THE NUMBER OF THE CONTINUUM THAT MOST ACCURATELY DESCRIBES YOUR EVALUATION OF THIS TEACHING MATERIAL.

Instructional time needed to present material is appropriate for its grade level.	0	1	2	3	4	5
	inappropriate					very appropriate
Estimated class time needed: _____						
The objectives are evident in the student or teacher materials.	0	1	2	3	4	5
	not evident					very evident
Materials related to students' interest and maturity at designated grade level.	0	1	2	3	4	5
	irrelevant					very relevant
To what degree is the economic concent for this material accurate?	0	1	2	3	4	5
	inaccurate					highly accurate
Do these materials lead to development of understanding of the intended economic concepts?	0	1	2	3	4	5
	low					high
Materials present content information in an objective manner.	0	1	2	3	4	5
	subjective					objective
The primary purpose of the materials is to	0	1	2	3	4	5
	sell product/idea					teach concepts
The material contains racial/sexual/ethnic/ religious bias.	0	1	2	3	4	5
	strongly agree					strongly disagree
Which? _____						
Materials can be easily implemented by classroom teacher.	0	1	2	3	4	5
	difficult					very easy
Approximate teacher preparation time _____						
Material is easily adapted to different teaching styles and classroom settings.	0	1	2	3	4	5
	not adaptable					very adaptable
Material can be used to supplement curriculum at the intended grade level.	0	1	2	3	4	5
	not usable					usable
Are the concepts/activities in this material transferable to real-life situations?	0	1	2	3	4	5
	not transferable					very transferable

Your recommendation for inclusion of these materials in the bibliography: ____ Include

____ Exclude

Other comments:

EVALUATION, p. 3

At the bottom of this page, write a brief description of the item, including:

1. for print matter: specific type of material (for example, pamphlet, booklet, instructional unit, curriculum guide), and number of pages
   for audiovisuals: color, or black and white
   for microcomputer disk: type of computer required

2. format (for example, cartoon, fictional story line etc.)

3. other special features

4. teachers' guide included?

5. date of publication

Use the following as an example:

Booklet. 12 pp. Uses a road map approach to teach consumer credit laws and guide the reader along the road to "credit-ability". Teachers' guide includes activity instructions, glossary, key concepts, pre- and post-tests with answer keys. 1982.

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II. Curriculum Guides

Curriculum Guide for Economics and Consumer Education — CG1
(Ten volumes)
University of Florida Center for Economic Education
Decisionomics — CG2
University of South Florida Center for Economic Education
Duval Consumer Education Curriculum — CG3
(Seven volumes)
University of Akron Center for Economic Education
Economic Education for Arkansas Elementary Schools — CG4
Arkansas Council on Economic Education
Economic Education for Columbia Elementary Schools, 1983 — CG5
University of Missouri-Columbia Center for Economic Education
Teaching Economics Effectively — CG6
(Three volumes)
St. Cloud Center for Economic Education

FORMAT

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